DOCUMENT RESUME

ED 048 195 SP 007 082

TITLE	Western Civilization, Resource Unit II, Grade 9. Providence Social Studies Curriculum Project.
INSTITUTION	Providence Public Schools, R.I.; Rhode Island Coll., Providence.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
REPORT NO	CRP-6-1195
PUB DATE	69
NOTE	81p.; Part of a set of resource units and curriculum overviews for K-12 social studies
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Guides, *Grade 9, *Social Studies, *Urban Teaching, Western Civilization

ABSTRACT

GRADES OR AGES: Grade 9. SUBJECT MATTER: Social studies, Western civilization. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections, each of which contains one to four subunits. The subunits are laid out in three columns, one each for topics, activities, and materials. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Objectives for the unit are listed on the first page. In each subunit, activities are listed in the second column. Each group of activities is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Materials are listed in the third column of each subunit. Each group of materials is related to one or more activities in the second column. In addition, appendixes to each section contain curriculum materials--charts, maps, and lists. STUDENT ASSESSMENT: No mention. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

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PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

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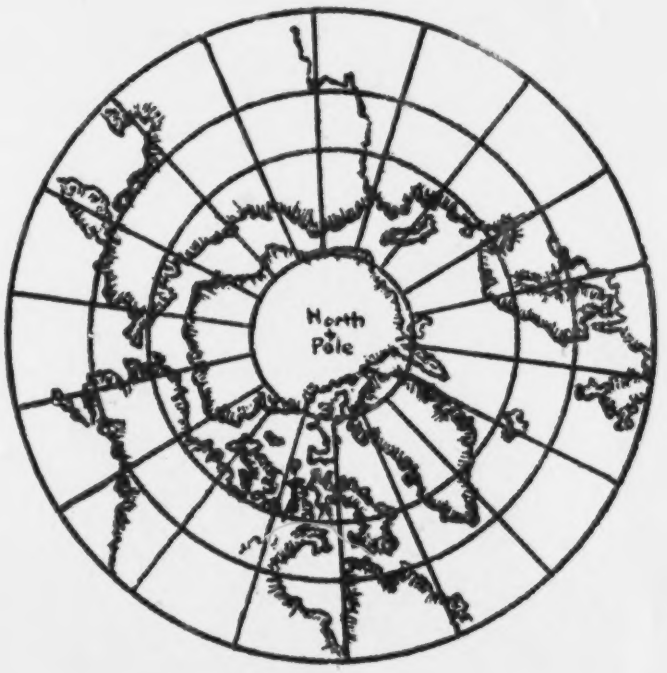
WESTERN CIVILIZATION
RESOURCE UNIT II
GRADE 9



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

SP007082

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UNIT II
WESTERN CIVILIZATION

SUGGESTED TIME 25-30 WEEKS

I. INTRODUCTION

Unit VI represents an attempt to view in its entirety a major contemporary civilization, Western civilization, by utilizing the same method of analysis which has been applied to studies of other given civilizations. While history exists as the focus of content, the other social science disciplines have been drawn upon freely in an effort to present a complete picture.

Western Civilization originated in the Mediterranean basin and was rooted in traditions coming from three primary areas: The Roman Empire in which considerable Hellenistic influence was prevalent; the Christian Church which became the official religion of the Roman Empire in the 4th century A.D.; and the Germanic tribes which entered the Roman Empire in the 4th and 5th centuries A.D. The medieval synthesis in institutional consolidation of these three strands occurred between 400 and 1000 A.D., leading to the "Western Tradition".

The primary importance of Unit II is that the students should understand the dynamic qualities of Western Civilization and the historical events which led it from its expansion from a Western European base to become a worldwide civilization.

II. AIMS

1. To develop further understanding of the term 'civilization'.

2. To develop further understanding of the aims and scope of the year's study.

3. To develop a fuller understanding of the nature and role of the six social science disciplines as they provide perspective for a study of contemporary civilizations.

4. To acquire an understanding of Western Civilization, its origin, nature, and interrelatedness with other contemporary civilizations.

5. To be able to isolate and identify the major themes in Western Civilization.

III. GENERALIZATIONS

1. The major generalizations about a civilization are all appropriate for this unit. (See Curriculum Guide, Secondary)

2. The earliest origins of Western Civilization are found in the Judaeo-Graeco-Roman tradition.

3. A dynamic force of Western Civilization has been constant technological growth since the 16th century.

4. Western Civilization comprises approximately 25% of the world's population. It has spread in all directions from its origins in Europe.

5. Historically, Western Civilization has influenced to a varying degree all the other major civilizations.

6. Since 1500 A.D. Western Civilization has been a dynamic and expanding civilization.

7. Through contact with other civilizations, many attributes of Western Civilization have become common throughout the world.

IV. DEVELOPMENT OF UNIT

A. INTRODUCTION

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the external characteristics by which we can identify Western Civilization? Judaeo-Christian heritage Legal tradition Similar customs Optimistic outlook on life Music, literature, and art High degree of technology Role of the individual	As motivation the teacher can lead a class discussion to arrive at a series of characteristics that apply to most men of Western Civilization. After a short discussion, have the members of the class choose a reading assignment from the various selections suggested. These should give them an overview of several different cultures. Now lead the class in a discussion to arrive at a series of characteristics that apply to Western Civilization. After making a list the teacher can divide the class into groups to answer the sub-questions on the following pages. The teacher can show the class a selection of films and filmstrips to help to determine the external characteristics by which we can identify Western Civilization.	Scholastic: Western Europe pp. 5-31 Scholastic: The Commonwealth of Nations pp. 5-50 Rand McNally: Slavic Society pp. 321-339 Allyn & Bacon A Global History of Man pp. 734-764 Films: A 218 Australia- The Land and People R-211 The Republic of South Africa Its Land and Its People R-207 Russian Life Today - Inside the Soviet Union F-211 France and Its People P-217 People of Spain A-24 Argentina C-20 Chile C-303 Colombia C-50 Cuba L-41 Life in Mediterranean Lands E-209 Europ- Nations of the West A-213 Australia Is Like This

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
a) What have been major factors in the development of Christianity in Western Civilization?	A group may report on the topic: what are the origins of Christianity and when and how did it become a major force of Western Civilization? As a culminating activity to this group report one member of the group may report on the spread of Christianity in the world today as contrasted to other religions. The chart, "Religious Population of the World" in A Global History of Man p. 748 may be reproduced for the class on the overhead projector or on a ditto. A group of students may draw a time line showing the growth, division, and spread of Christianity through Western Civilization. (Refer to Appendix A) (Note: Relate the religious events to the political, economic, social, and philosophical dates.) A group of students may prepare a "You Are There" program, on tape or live, highlighting some of the events on the Time Line. Have a group of students draw large maps of Europe or prepare dittoed maps for the class showing the extent of Christianity in 339 A.D., 500 A.D., 1000 A.D., 1300 A.D. Have a group of students or a student draw a sequence of large maps of the world showing the extent of Christianity in 1600, 1750, 1900, and 1968.	Allyn & Bacon: A Global History of Man pp.104-105;113-114; 131-132;362-364; 705-747 Oxford Book Co: Visualizing World History pp. 55;63-68; 80-83 Keystone Educational Press: Mastering World History pp.50;66-72; 110-114 Life: The World's Great Religions pp. 162-175 Rand McNally: Western European Society pp.269: 271-272;327;423-425;432-435;460-467 Rand McNally: Slavic Society pp. 327-328; 336;358-359 Filmstrips: SS-R-18-c Rome-The Early Christians Title II-FLL-R-1-b The Religions of Rome

QUESTIONS	SUGGESTED AC TIVITIES	MATERIALS
	Have a group of students do written biographical reports on some of the Christians missionaries. Suggested People St. Cyril — St. Brigid St. Methodius — St. Olaf St. Patrick — St. Boniface St. Augustine — St. Columba St. Augustin — St. Francis Xavier St. Paul	Transparencies: TRSS-56-c Origins and Spread of Religions in Europe and Asia TRSS-56-cc The Religious Divisions of Europe About 1550 Check for Christianity, Christian Church, or specific topics in the indices of the text-books.
b) What have been the chief developments in law?	A group can compare and contrast the four types of law: Roman Law-The Twelve Tables Justinian Code Code of Napoleon English Common Law The group can also show which tradition of law is practiced in various areas of Western Civiliza-tion today. e.g. England United States France Italy As a library assignment give a group of students a hypothetical case of a person in a legal situa-tion (guilty of petty theft, as-sault, arson, murder, etc.) and have the students show how that person would fare in various coun-tries which have laws influenced by each of the four legal traditions of Western Civilization (past and/or present).	Lippincott: Man's Cultural Heritage pp.268, 282, 296, 394-395 Macmillan: Medieval and Early Modern Times pp.27-29; 172-178; 58 Rand McNally: Western European Society p. 414, 422 Holt, Rinehart & Winston: Graphic Guide to World History pp. 20; 44; 164 Scholastic: The Commonwealth of Nations pp. 31-32; 37-42

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
		Macmillan: Ancient and Medieval History pp. 357-362, 527-629 Filmstrips: SS-G-13-b "Magna Carta" SS-G-13-d "The Puritan Revolution" SS-G-13-e "The Bill of Rights" Study Prints: Title II SP-40-c-k "Understanding the Bill of Rights Series"
c) What is the basis for the "optimistic" outlook of western man?	Have four groups of students report on the view western man had of the future during the Classical period, the Middle Ages, the Renaissance, and the Age of Enlightenment. Following these reports conduct a class discussion to show the differences in attitude among the four periods. A group of students can contrast the Medieval popes to the Renaissance popes. Show how each group was a product of its time and how the outlook of the Church changed as society changed. As a library assignment a group of students may choose to contrast the lives of some Medieval popes to those of some Renaissance popes. Suggestions: Leo the Great — Alexander VI Gregory the Great — Nicholas V Innocent II — Julius II Innocent III — Leo X	Lippincott: Man's Cultural Heritage pp. 338-341, 302-307 Macmillan: Medieval & Early Modern Times pp. 135-142, 265-275, 279-288, 466-486, 120-130 Time-Life: The Renaisaance pp. 15-20 Time-Life: Age of Faith pp. 20, 96-99 Time-Life: Age of Enlightenment pp. 53-64 Rand McNally: Western European Society, pp. 410-411, 432-433, 445-446 Allyn & Bacon: Global History of Man pp.100-101

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
d) What is the contribution of the Renaissance period and of the 18th century to the development of humanism?	From Man's Cultural Heritage, page 346: "Renaissance man centered his attention upon distinctively human aspirations and interests. For this reason he is described as a humanist." The teacher can lead the class in a discussion about humanism and its relationship to the Renaissance period. This discussion can be based upon the students' reading of the period, about people of the period, and of literature of the period. Suggested Reports Biography Cosimo de Medici Lorenzo the Magnificent Ludovico Sforza Dante Alighieri Petrarch Giovanni Boccaccio Niccolo Macchiavelli Geoffrey Chaucer Desiderius Erasmus William Shakespeare Miguel Cervantes Sir Thomas More Michelangelo Leonardo da Vinci Rembrandt Velasquez El Greco Nicholas Copernicus Francis Bacon Rene Descartes John Locke The teacher may add other names at his discretion. A group of students can contrast the styles of art and architecture of the Greeks and Romans to the style of the Renaissance. Why was the period called Neo-classical?	Lippincott: Man's Cultural Heritage pp. 333-361 Time-Life: The Renaissance pp. 11-21, 161-162, 59-62. Time-Life: The Age of Enlightenment pp. 15, 38 Time-Life: The Age of Faith p. 102 Rand McNally: Western European Society pp. 444-446

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A group of students can report on the philosophies of the late Middle Ages and early Renaissance. What schools of philosophy were being revived? What had happened to these ideas during the Middle Ages? What effect did these emergent philosophies have on the Christian Church of the period? Suggested Philosophers Albertus Magnus Thomas Aquinas Duns Scotus Thomas Hobbes Spinoza Abelard Locke Rousseau Montesquieu Voltaire Diderot Goethe Thomas Jefferson Benjamin Franklin	

B. LAND BASE

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What areas of the world are included in Western Civilization?	Have a group of students make a large world map showing where the languages of Western Europe are spoken today. Have a group of students make a graph showing the ten most widely spoken languages in the world today. Have a group of students make a chart showing the number of people practicing Judaism and Christianity in the various areas of Western Civilization. Have a group of students make a chart of the world's largest cities with population, area, and square miles. Make those cities which belong to Western Civilization stand out.	Goode's World Atlas Classroom Atlas World Almanac pp. 295, 593-671
Within the area of Western Civilization what climatic zones exist? vegetation? fauna? rainfall areas? (Note to teacher: Western Civilization is found in all climatic, vegetation, fauna, and rainfall zones.)	Divide the class into four groups to make maps showing the climatic zones, vegetation zones, fauna, and rainfall areas of Western Civilization. Have the class consider the four types of maps mentioned above. From these have the class decide where the most heavily populated areas of Western Civilization are found.	Classroom Atlas Goode's World Atlas

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What were the areas included in Western Civilization in 300 A.D.? 800 A.D.? 1300 A.D.? 1800 A.D.? 1960 A.D.? What events brought about the changes in location in Western Civilization?	On outline maps of the world show Western Civilization in 300 A.D., 800 A.D., 1300 A.D., 1800 A.D., and 1960 A.D. or Divide the class into five groups and have each group draw a large map of the world and show what areas are included in Western Civilization in 300 A.D., 800 A.D., 1300 A.D., 1800 A.D., and 1960 A.D. Have a panel discussion concerning the external pressures which made Western Civilization reach the extent it reached in the aforementioned years (e.g. spread of Christianity, spread of Islam, exploration and colonization, proselytization, exchange of ideas).	Atlas of World History Refer to references for Section A, subquestion a. Rand McNally: Anglo-American Society pp. 548-563 Rand McNally: Western European Society, pp. 455-459 Allyn and Bacon: A Global History of Man, pp. 146-162, 734-740 Lippincott: Man's Cultural Heritage, pp. 365-372, 515-519 Macmillan: Medieval and Early Modern Times, pp. 338-350 Time-Life: Age of Exploration (all)

C. TIME SEQUENCE

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the different ways to spread civilization? 1. war and conquest 2. trade and commerce 3. emigration or colonization 4. proselytization 5. emulation 6. ideas and communications	Divide the class into small groups to define each of the terms, including what is involved in each process. The groups can make charts to help illustrate their understanding of the process. After each group reports, have a panel discussion giving an illustration of each process/method as exemplified in Western Civilization.	
What is the process by which Western Civilization expanded from its European base to become a world-wide civilization?	Divide the class into small groups to determine in an in-depth study the method of spreading Western Civilization during: a) the Age of the Roman Empire b) the Middle Ages (800-1450) c) the Renaissance or the Age of Exploration (1400-1750) d) the Age of Nationalism (1688-present)	
a) By what process did Western Civilization expand during the Age of Rome? (Militariam)	A student or a group of students can make a chart of the make-up of a legion and explain how each of its parts functions. A group of students can make a model of the Romans lined up ready to embark in a battle with the enemy. Have a group of students prepare a panel discussion to decide which military formation was superior--the phalanx or the maniple system.	Macmillan: Ancient and Medieval History, pp. 251, 259-260, 262-268, 299-301, 307, 328-329, 349-356. Allyn and Bacon: A Global History of Man, pp.111-113 Macmillan: Medieval and Early Modern Times, pp.5-10

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Have a student prepare an oral report on the network of Roman roads with illustrations. His report should include the effect the roads had upon the conquered people. (e.g. Closer contact with Rome, language, Roman customs, etc.) A helpful reference for Roman roads is Imperial Rome, Time-Life, pp. 66-67. A group of students can prepare a skit showing how a province was governed and what type of matters were most likely to concern the governor. A student or a group of students can make a large map showing the barbarian migrations in Europe in the 4th and 5th centuries. A group of students may compare the barbarians before they came into contact with the Romans to the barbarians after they had absorbed some of the Roman culture. This may be done by means of a cartoon series, a simulated tape recorded interview or a documentary type of program, a play, a live type of interview.	Oxford Book Co: Visualized World History pp.43-51 Rand McNally: Western European Society pp.414-415, 425 Holt, Rinehart, & Winston: A Graphic Guide to World History pp.21, 30 Keystone Education Press: Mastering World History pp. 41, 45, 49, 56-57 Films: H-214 "The Holy Roman Empire" Transparencies: TRSS-56-u "Barbarian Invasions and the Division of the Roman Empire" TRSS-56-x "Holy Roman Empire and Invasions of Europe (800-1100)"
b) By what process did Western Civilization expand during the Middle Ages? (Militant Christianity and trade)	Have a group of students make (1) a large chart showing the hierarchical structure of the Medieval Church and (2) a large ecclesiastical map of Europe in 1300 A.D. The students can show in a report how the Church was a unifying force in Western Civilization during the Middle Ages.	Allyn and Bacon: A Global History of Man, pp.113-117, 131-132 Macmillan: Ancient and Medieval History, pp. 559-571, 645-660, 676-679, 682-689, 864-865

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Have a group of students prepare a panel discussion on the effects of the Crusades. Maps and illustrations should be used to enhance the effectiveness of the discussion. (e.g. The effects were: . preservation of Western Christendom . strengthening of papal control . increase in travel and commerce . enrichment of culture through contact with the East . strengthening of national monarchies) A student or a group of students can make a large map showing trade routes, industries, and items traded. The teacher can then lead the class in a discussion as to how trade spread Western products and, in a sense, culture. Refer to The European History Atlas by Breasted, Huth & Harding for the map, "Medieval Commerce" (p. 24)	Macmillan: The Wide World, pp. 39-50 Keystone Education Press: Mastering World History, pp. 67-72, 182-194 Rand McNally: Western European Society, pp.432-435 Holt, Rinehart & Winston: A Graphic Guide to World History, pp.54,59 Lippincott: Man's Cultural Heritage, pp.203-204, 294-298, 302-306, 316-317 Time-Life: Age of Faith (all) Oxford Book Co. Visualized World History, pp.77-83 Scholastic Books: Western Europe pp. 20-22 Filmstrip: Title II SS-H-31 "The Holy Land and Its Historical Surroundings"

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
c) By what process did Western Civilization expand during the Renaissance and the Age of Exploration? (trade technology religion adventure colonization) See Ancient Medieval History, Hayes & Moon, Macmillan, 1957, page 644.	A student or a group of students can make a detailed study of a Spanish explorer such as Cortes or Pizarro. The students should consider his character, motivations, and accomplishments. This study should involve the use of books in the classroom, school library, and branch public libraries. A group of students can make a map of the world showing the explorers' routes and the areas explored. Have the class make charts of the explorers with information such as: . explorer . year explored . country for which he explored . where he explored . importance of exploration A group of students can prepare a newspaper giving accounts of various explorations, explorers, and explorers observations. Students should be aware of other time relationships and keep the newspaper within the context of a particular time period (e.g. political, economic, technological, religious events). The students may find diaries and journals of the explorers helpful.	Allyn & Bacon: A Global History of Man, pp. 132-136, 146-162 Macmillan: Ancient & Medieval History, pp. 644, 716-719, 865-866. Macmillan: The Wide World pp. 55-69, 72-88 Time-Life: Age of Exploration (All) Time-Life: Age of Enlightenment pp. 1-28 Lippincott: Man's Cultural Heritage pp. 365-381, 395-407 Rand McNally: Anglo-American Society, pp. 548-556 Rand McNally: Western European Society, pp.446-448, 456-459, 468-469, 475-481 Macmillan: Medieval and Early Modern Times pp. 277-290,323-354 Scholastic Books: The Commonwealth of Nations pp. 45, 69-70 Oxford Book Co.: Visualized World History, pp. 137-150, 208-220 Keystone Education Press: Mastering World History, pp. 103-110, 154-170

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A group of students can prepare a play or a skit concerned with colonization at this time. They should try to show: 1) why people moved 2) what conditions in Europe made people want to emigrate 3) what were the requisites for emigration? 4) what technological improvements did they bring with them? 5) how did they spread Western Civilization? A group of students may make a large map of the world on paper or on a blackboard panel showing the various colonial settlements made during the Age of Exploration.	Holt, Rinehart & Winston: A Graphic Guide to World History pp. 91, 92, 95, 99, 101, 111, 113 123, 125, 135, 137 Films: A-32"Age of Discovery" Filmstrips: SS-G-5-a-f Set 1 "Great Explorers Series" SS-G-6-a-f Set 2 "Great Explorers Series" SS-R-18-d "The Renaissance" SS-S-44-a Balboa SS-S-44-b Cortes SS-S-44-c Pizarro SS-S-44-d Ponce de Leon SS-S-44-e DeSoto SS-S-44-f Coronado Title II SS-M-25-b "The Spanish Colonial Period" Title II SS-M-25-c "First Century of Independence" Transparencies: TRSS-49-a Early Explorations TRSS-49-b Spanish Explorations TRSS-49-c Dutch and English Explorations TRSS-49-d French Explorations TRSS-56-dd Europe in the Age of Expansion 1492-1790

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
d) By what process did Western Civilization expand during the 17th and 19th centuries? (ideas technology)	A group of students can note on a large paper or blackboard map the political and social revolutions of Western Civilization. They should include the year and the cause of the revolution. Perhaps a dittoed chart for the members of the class would be useful; e.g.--	Macmillan: Ancient and Medieval History, pp.866-7 Time-Life: (All) Age of Progress Time-Life: (All) Age of Enlightenment Scholastic Books: Commonwealth of Nations pp.52-84
	YEAR | LEADER | PLACE | AIMS | RESULTS	
	Two groups of students can study in detail the Industrial and Scientific Revolutions. Their reports should be given orally and should include maps, charts, and other illustrations. In their study they should pay special attention to the causes, effects, interrelatedness, and dynamic qualities of the revolutions. A group of students can prepare biographies of people prominent during the Industrial Revolution. (Refer to "The Industrial Revolution" chart on page 166 in A Global History of Man.) If they wish they can prepare a Hall of Fame bulletin board with drawings of the people and their inventions or they may have one section of the room for a Hall of Fame display in which they can have clay, plaster, or wooden busts and three-dimensional models of the inventions.	Allyn & Bacon: A Global History of Man, pp. 164-174, 266-283, 333-352, 407-423 Holt, Rinehart & Winston: A Graphic Guide to World History, pp. 122-181 Macmillan: The Wide World, pp. 167-193 Lippincott: Man's Cultural Heritage pp. 383-412 Macmillan: Medieval and Early Modern Times, pp. 466-489 Macmillan: Modern Times, pp. 113-125 225-227 Rand McNally: Western European Society, pp. 475-481, 483-492 Keystone Education Press: Mastering World History pp. 129-195 Oxford Book Co.: Visualized World History, pp. 146-187, 208-220

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
		Rand McNally: Anglo-American Society pp. 556-565, 477-582, 585-590 Films: I-3 "Industrial Revolution: Filmstrips: SS-R-18-e "Rome" Part 5 - 1600-1870 SS-G-13-f "The Industrial Revolution" Title II SS-U-14-d "The United Nations and the End of Colonialism" Title II (67) SS-B-18-a Part One Title II (67) SS-B-15-b Part Two Benjamin Franklin" Symbol of the American Revolution (with 2 records)

D. POPULATION AND DISTRIBUTION

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is the population of Western Civilization at the present? How is it divided by country? by continent? by language groups? (e.g. Slavic, Germanic, Romantic, et. al.) by religion? What was the rate of growth of the world population compared with Western Civilization, especially during the 19th and 20th centuries?	A group of students can prepare maps and charts showing population distribution in Western Civilization by continent and by country. This could be followed by a discussion on where population is most concentrated along with reasons that certain areas have high concentration of population while others have relatively low concentration. a) climate b) near cheap transportation c) along seacoast d) flora and fauna e) natural resources Groups of students can prepare charts on language and religion by continent and country (See Appendix B). A group of students can draw comparative line graphs based on the chart "Estimates of World Population by Regions" on page 177 in The Wide World and "Future World Population Growth on page 752 in A Global History of Man. The teacher can lead the class in a discussion of the implications of the graphs with questions such as: . Why did the population of Africa decrease from 1650-1800? . Which regions have experienced the greatest population increases from 1650 to 1950? Why? A group of students can draw circle graphs showing the world population in 1650, 1750, 1850, 1920, and 1950. The teacher can lead a discussion regarding the implications.	World Almanac Macmillan: The Wide World pp. 175-191. Allyn & Bacon: A Global History of Man, pp. 734ff. Filmstrips: SS-C-26 "Cross-Section of Central America" Transparencies: TRSS-12 "World Population"

APPENDIX A

DATE LINE - THE SPREAD OF CHRISTIANITY

4 B.C.	Birth of Jesus
100 A.D.	Persecution of Christians by Romans
313 A.D.	Edict of Milan, Christianity Tolerated
325 A.D.	Council of Nicaea
339 A.D.	Christianity official state religion of Roman Empire
400-500 A.D.	Conversion of Ireland and parts of England and Scotland
563 A.D.	St. Columba begins conversion of Picts
597 A.D.	St. Augustine begins conversion of Kent (not bishop of Hippo)
716 A.D.	St. Boniface begins conversion of Germany
725-843 A.D.	Iconoclast controversy
990 A.D.	Conversion of Russia to Eastern Orthodox Christianity
1000 A.D.	Conversion of Scandinavia and Hungary
1054 A.D.	Greek Church separation completed (shism)
950-1050 A.D.	Conversion of Czechs, Slovaks, Macedonians, Russians, Croats and Serbs
1120 A.D.	Founding of Knights Templars and Hospitallers
1170 A.D.	Thomas à Becket, Archbishop of Canterbury, murdered by knights of King Henry II
1096-1291 A.D.	Crusades
1100-1300 A.D.	Albigensian and Waldensian heresies prevalent Founding of Dominicans and Franciscans (Friar orders)
1234 A.D.	Gregory IX issues papal decretals codifying canon law
1274-1281 A.D.	Brief reunion of Roman and Greek Churches
1305 A.D.	Clement V becomes Pope; moves papacy to Avignon
1377 A.D.	End of Avignon Captivity
1415 A.D.	John Hus martyred
1431 A.D.	Joan of Arc burned at Rouen
1517 A.D.	Martin Luther posted his "95 Theses" - beginning of Reformation
1519 A.D.	Zwingli begins Reformation in Switzerland
1534 A.D.	Church of England established by Henry VIII Ignatius Loyola formed the Society of Jesus
1541 A.D.	John Calvin sets up Theocratic Government in Geneva
1550-1650 A.D.	Wars of Religion
1555 A.D.	Peace of Augsburg divides Germany between Lutheran and Catholic princes
1652 A.D.	George Fox founded the Society of Friends
1500-1800 A.D.	Spread of Christianity to North and South America, Australia, South Africa, China, Japan, the Philippines, and Oceania
1800's	Missionary Century
1920-present	Era of Ecumenism

APPENDIX B

POPULATION CHART

AREA OF WESTERN CIVILIZATION	POPULATION IN MILLIONS	AREA IN SQUARE MILES	POPULATION DENSITY PER SQUARE INCH	RELIGION							
				CHRISTIAN				NON-CHRISTIAN			
				Catholic	Eastern Orthodox	Protestant	Others or None	Judaism	Hinduism	Buddhism	Moslem
EUROPE	600,000,000	3,750,000	200	252,917,000	132,000,000	117,000,000	92,000,000	4,000,000	160,000		13,500,000
NORTH AMERICA	300,000,000	9,300,000	33	118,550,000	3,500,000	80,000,000	77,000,000	6,000,000	54,000	175,000	50,000
SOUTH AMERICA	165,000,000	6,800,000	23	142,350,000	44,000	3,000,000	12,000,000	700,000	600,000	150,000	400,000
AUSTRALIA	12,000,000	3,000,000	4	3,000,000,000	10,000	7,000,000	1,000,000	250,000			50,000
OCEANIA	17,000,000	2,500,000	7	3,651,000	80,000	9,000,000	4,000,000	72,000	250,000		115,000
OTHER	50,000,000	500,000	100	15,000,000	50,000	25,000,000		250,000	750,000	100,000	9,000,000

SECTION TWO
INSTITUTIONS

E. INSTITUTIONS

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is social structure? What are the elements which comprise any social structure?	List on the board and discuss with the class the various elements which comprise a social structure. . ideas . values . <u>institutions</u> religious political economic social . <u>groups</u> primary - those which chiefly shape personality. Small, intimate groups such as the family or play groups. secondary - those which test and modify the personality but rarely alter it. These can be any size. (Church, School) As defined in Sociological Concept #6, social structure is an interrelated system of roles and statuses. Have the class make a study of the groups an individual belongs to in a society and the roles, and statuses he assumes.	
What are some of the present social structures found in Western Civilization? Why?	With the class briefly analyze the social structure - ideas, values, institutions and groups - found within representative countries of Western Civilization. <u>Suggested countries</u> Great Britain France U.S.S.R. East Germany Poland Czechoslovakia United States Argentina Brazil Cuba Union of South Africa	Rand McNally: <u>Slavic Society</u> pp. 341-389 Rand McNally: <u>Anglo-American Society</u> pp. 548-597 Rand McNally: <u>Western European Society</u> pp. 428-529 (In the above three books information is scattered throughout)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
		Scholastic Press: Western Europe pp.18-22;136-150 Holt, Rinehart & Winston: Graphic Guide To World History pp. 42;54;56;66; 78;90;93;103;104; 114;138-140;150-152;162-164;174-176;186-188;198-200,210-212;222-224 Lippincott: Man's Cultural Heritage Parts of Units IV, V and VI
How has the social structure of Western Civilization changed since 1600?	Discuss the changes which have occured in the various elements of social structure since the 16th century. Ask such questions as: . What was the dominant religious institution? How has it changed? Point out that during the Middle Ages if one did not belong to the Catholic Church he was outside of society as the Church was the most all-encompassing social institution. . What was the dominant political institution (kingship)? How has this changed? . What changes have occurred in the major primary group-the family? . What changes have occurred in secondary social groups such as the neighborhood or one's co-workers; church or school? Discuss the reasons for the change in social structure. . Growth of capital . Urbanization . Industrialization . Technological Development . Mass media	Materials listed above Filmstrips SS-A-10-D Life in a Medieval Castle Film: M-212 Medieval Village

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	. Rising living standard . Medical advancement . Rapid transportation . Growth of trade and commerce . Rise of nation-states.	
<u>Religion</u> What is the dominant (religious) institution in Western Civilization?	Give the class a brief overview of the importance of the early Christian Church in Western Europe. Discuss the political, social and spiritual leadership it provided. Also indicate the effects of the rise of national states, the Renaissance spirit, and the break-up of Christianity into a number of sects upon the power of the Church. With the class determine the reasons for the expansion and importance of Christianity in Western Europe. . Universalism . Promise of life after death . Based on actual events . Initial politico-economic unity of Roman World Christian ideals-charity, kindness, mercy . Excellent transportation and communication system allowed missionaries to function . Persecutions helped to publicize Christianity . Church organization . Adopted as official religion by Constantine . Ascetic Appeal Appeal to lower classes: to oppressed people . Doctrines simple	Lippincott: <u>Man's Cultural Heritage</u> pp. 302-307 Scholastic Press: <u>Western Europe</u> pp. 20-22 Rand McNally: <u>Western European Society</u> pp. 423-425; 432-434 Keystone Ed. Press: <u>Mastering World History</u> p.69 Macmillan: <u>Medieval and Early Modern Times</u> pp. 116-120 Oxford Press: <u>Visualized World History</u> pp.63-66;80-81 Time-Life: <u>Age of Faith</u> pp.11-13;31-32

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
When was Christianity first introduced into Western Europe?	As the question has been dealt with earlier a brief review of the introduction of Christianity to Western Europe and some of the more important developments in the rise of Christianity to the year 500 will suffice. A panel discussion might be held on the reasons for Roman opposition to Christianity.	Holt, Rinehart & Winston: Graphic Guide To World History pp. 26-37 Golden Press: World's Great Religions pp. 162-166 Oxford Press: Visualized World History pp. 64-65 Keystone Press: Mastering World History p. 67 Macmillan: Readings in Ancient History pp. 190-191 Filmstrips: SS-R-18-c Rome Part III The Early Christians Title II SS-H-31 Holy Land and Its Historical Surroundings
How did Christianity spread through Western Europe? Who were the important personalities in spreading Christianity?	Discuss with the class the methods by which Christianity spread through Western Europe from its origins to about 1500. . Roman law; cannon law . Missionaries; missionary spirit . Trade and Commerce . War . Political Role . Monasteries . Role in Education . Crusades . Cultural Attraction . Theological development Examine the maps made earlier on the spread of Christianity in 339, 500, 1000, and 1300. Discuss the reasons for the changes which occurred in the years between.	Macmillan: Medieval and Early Modern Times pp.12-14; 38-39;81-83; 108-110;126-130;182-194 Oxford Press: Visualized World History pp.64;66-68; 77-80 Keystone Press: Mastering World History pp.66-67 70-72

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Assign a group report on the monastery as an agent which spread Christianity during the Middle Ages. Discuss the effects of the Rule of St. Benedict upon monastic life as well as the translation and compilation of various works performed by the monks. In what way did their work help to spread Christianity? If some students are capable they might examine primary source material on the Benedictine Rule or early Church history. These could probably be obtained at the library. Assign reports on individuals instrumental in spreading Christianity from its origins to about 1500. These should include political and military leaders as well as religious figures. Suggested Personalities St. Paul — St. Frances St. Ambrose — St. Domenic St. Jerome — Gregory VII St. Augustine — Innocent III Galerius — Charlemagne Constantine — St. Cyril Theodosius — St. Methodius Ulfila — Boleslav II St. Patrick (Some of these may have been reported on earlier).	Rand McNally: Western European Society pp. 432-435 Rand McNally: Slavic Society pp. 327-328 Lippincott: Man's Cultural Heritage pp. 298;303;304-307 Golden Press: World's Great Religions pp. 166-167 Time-Life: Age of Faith pp. 33-60;71-91 Allyn & Bacon: Global History of Man pp.104-105;113-115; 131-132 Library Books Encyclopedias Harcourt Brace & World Human Adventure I pp. 115-118; 127-131 Macmillan: Readings in Medieval and Early Modern History pp.91-97 Filmstrips: SS-A-10-C The Crusades Transparencies: TRSS-56-W Europe and Middle East at the Time of the Crusade TRSS-56-c Origins and spread of Religio in Europe and Asi

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the basic tenets of Christianity?	Have the students read to determine the basic tenets of Christianity. With the class make a large chart of the major tenets or have several students prepare a ditto master of these. . Redemption of mankind . Love of God . Peace on earth . Brotherhood and equality of man . Golden Rule . Charity, love, mercy and forgiveness . Fatherhood of God Point out that Christs teachings were recorded in the New Testament. Assign reports on the foundations of early Christian thought as written by Ambrose Jerome Augustine Gregory What important precepts did each promulgate? What important writings did each prepare? What contributions did each make to the development of Christianity?	Golden Press: World's Great Religions pp. 176-213 Macmillan: Medieval and Early Modern Times pp. 34-39;117-120 Library Books Encyclopedias
How was the Christian Church organized during the Middle Ages? [See Appendix A]	Point out that the early Church was organized by Paul and others into a series of communities. Various officials were appointed in these communities. . Deacon-cared for sick and needy . Presbyter-guarded religious life (later called priest) . Bishop-authority over presbyters in a diocese . Archbishop-supervised bishops in province . Patriarch-honorary title given to bishops of 5 important cities (Rome, Constantinople, Antioch, Alexandria, and Jerusalem)	Oxford Press: Visualized World History pp. 66-68;80-81 Lippincott: Man's Cultural Heritage pp. 295-296; 303-306 Keystone Press: Mastering World History pp. 67-68

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Locate these cities on a map and discuss the reasons why they were important. Eventually the bishop of Rome emerged as the Pope. A student report should be given on the origins of the term pope and the way in which the bishop of Rome came to assume this role. During the Middle Ages the Church exerted a powerful influence on all phases of life. As it was the universal social institution those who did not belong really had no place in society. At the same time the Church became tightly organized and highly centralized. A student should prepare a chart showing the organization of the Church during this period. Another student might give a brief description of the work of each group. . Pope . Church Hierarchy-archbishops, bishops, and parish priests . College of Cardinals . Secular and Regular clergy A report might be prepared on the monasteries of the time. Tell what functions they served at the time. Also discuss the Rule of St. Benedict-what it was and why it was necessary. Assign a report on the authority (particularly political) exerted by the Church during the Middle Ages. Discuss the means-such as excommunication, interdict, and inquisition - utilized by the Church to enforce its authority. Also discuss the effect that the Pope's declaration of supremacy over kings had on Western Europe, and the relation between Church and State during the Middle Ages. Choose several countries in Western Society and discuss the relation between Church and State.	Macmillan: Medieval and Early Modern Times pp. 11-12;124-125 Rand McNally: Western European Society pp.423-425; 432-434

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What were some of the important divisions within Christianity from the beginning?	Point out to the class that although we tend to think of the early Christian Church as one and united there were divisions within the Church from the start. There were geographic divisions as each Patriach was responsible for the bishops in his area. Once the Bishop of Rome became Pope further dissension was caused resulting in a division in the Church between East and West. Assign a group to research and report on this division giving the causes and efforts at reconciliation. Also determine whether or not there are any major differences in dogma between the two. A time line and series of maps should be developed to accompany the report.	Golden Press: *World's Great Religions* p.167 Rand McNally: *Western European Society* pp. 460-462; 327-328 Macmillan: *Medieval and Early Modern Times* pp. 49-55;57-67; 120-124;211-215 Keystone Press: *...stering World History* pp. 69-70
	Hold a class discussion on the effects of the collapse of the Western Roman Empire and the spread of the Muslim religion upon Christian unity.	Oxford Press: *Visualizing World History* pp.82-83;90-93; 116-117
	A student report should be prepared on movements within the Church to correct abuses. This began in the monastery at Cluny, France in the 10th century. Trace these early attempts at reform through the papacy of Gregory (VII) and the efforts he made to end lay investiture.	Lippincott: *Man's Cultural Heritage* pp. 353-354; 470-472 Time-Life: *Age of Faith* pp. 159-179
	Other students could be assigned in groups or singly to report on other divisions within the Christian Church up to the Reformation period. Discuss with them the terms heresy and reform and the distinction between the two.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Suggested Topics . Arian Heresy . Waldensian and Albigensian Heresies . Great Schism (1378-1417) . John Wycliffe and the Lollards . John Huss Discuss the significance of each of these people and/or movements. Point out those ideas which would become a part of the reformation movement. Prepare a time line of the major divisions within the early Church. Prepare a series of maps showing the areas where these movements were prevalent.	
When did the major revolts occur within Western Christendom? Who were the leaders? What were their back-grounds? What abuses did they try to correct? Why did the Reformation occur where it did?	The major revolts within Western Christendom started in the 16th century and continued for over 100 years. Use a map of the world's religions to determine the current religious configuration of Western Civilization. List the names of these sects on the board and determine those which are Christian. Discuss with the class the term Reformation and the period in which it occurred. Assign a group of students to determine the causes of the Reformation. Aside from the abuses which these reformers believed must be corrected the economic and political back-ground of the 16th and 17th centuries must be considered. The causes might be grouped in various categories: . Religious . Economic . Political . Social compiled into a chart and put on ditto sheets for the class or	Lippincott: Man's Cultural Heritage pp. 354-360 Time-Life: The Reformation Entire Book Oxford Press: Visualized World History pp. 117-120 Keystone Press: Mastering World History pp. 110-113 Scholastic Press: Western Europe pp.24-25 Golden Press: World's Great Religions pp.167-170 Rand McNally: Western European Society pp. 463-465

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Have all students read through the various books to determine the causes of the Reformation. Follow with a discussion. Divide the class into groups to do research and reports on the major figures and movements of the period Suggested topics Martin Luther Huldreich Zwingli John Calvin Thomas Cramer -Archbishop of Canterbury Anglicanism Anabaptism Unitarianism Each group could develop a time line of events in the formation of each movement. A special group could be assigned to develop one large time line on the Reformation Period, 1517-1648. Prepare a chart giving the name of each reformer, the movement he founded, and the major precepts he endorsed. In class discussion determine those reformers who worked before this revolt and within the Church but were fore-runners of the Reformation. Assign biographical reports on some of the major figures of the Reformation. Luther — Michael Servetus Zwingli — Faustus Socinus Calvin — John Knox Henry VIII — Admiral de Coligny Menno Simmons Prepare a series of maps depicting the spread of Lutheranism — Anglicanism Calvinism — Unitarianism Anabaptism — Mennonites in 1650, 1750, 1850 & 1950.	Holt, Rinehart & Winston: Graphic Guide to World History pp. 95;107 Rand McNally: Classroom Atlas pp. 24-25 Charles Merrill: World Civilization Time Line Library Books Encyclopedias Transparency: TRSS-56-CC Religious Divisions of Europe About 1550 Harcourt Brace & World: Human Adventure I pp. 174-178 Macmillan: Readings in Medieval and Early Modern History pp. 149-162

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What effect did the Protestant revolt have upon the Roman Catholic Church? Upon Western Civilization? Why? How did the Church deal with religious minorities?	A major effect of the Reformation was a re-examination within the now Catholic Church followed by a series of violent conflicts between Catholic and Protestant. Have the students read through their books to determine the reforms made by the Catholic Church in the 16th century. List these and discuss them. . Which of these changes are doctrinal? . Which govern personnel? Discuss also the methods adopted by the Church to enforce her wishes. . Index . Inquisition . Concordats (with Catholic kings) . Religious orders - Jesuits Assign a group to research and report on the various religious wars of the 16th and 17th centuries. . In France-Huguenots . In Netherlands . Thirty Years War (1618-1648) Prepare time lines of events in various countries and discuss the results of each conflict upon the religious life of the people. A group of students might prepare a report on the Council of Trent. Culminate with a discussion of the effects of the Protestant Revolt upon the Church: . Re-examination . Change in organization . Creation of Society of Jesus . Utilization of the index and inquisition. . Religious wars Upon Western Civilization . Conflict . Disunity . A basis for nationalism and national loyalty . Need for some new universal	Keystone Press: Mastering World History pp. 113-114 Oxford Press: Visualized World History pp. 120-124 Scholastic Press: Western Europe pp. 25-26 Lippincott: Man's Cultural Heritage pp. 358-363 Rand McNally: Western European Society pp. 465-467 Golden Press: World's Great Religions pp. 170-174

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Economics What are the dominant occupations in Western Civilization?	Divide the class so that different students can determine the dominant occupation of various areas of Western Civilization such as: Argentina — South African Republic England — Sweden Ireland — United States Mexico — U.S.S.R. Portugal — Venezuela in 800 A.D., 1500, 1900 and 1970. This information can be presented on charts, bar graphs, circle graphs, or maps. Discuss the reasons for the changes in occupations between the various years mentioned. A student may make a large occupation map of the world in 1970 and make the areas of Western Civilization stand out. Class discussion - Which areas of Western Civilization are predominately agricultural? Industrial? Find reasons for this occupational composition. Population — Location — Tradition Resources — Climate, etc. The teacher might summarize for the class the argument of Max Weber in The Protestant Ethic and the Spirit of Capitalism as well as rebuttals of this theory.	Almanac Rand McNally: Classroom Atlas Oxford Press: Economic Atlas Allyn & Bacon: Global History of Man pp.10;67;162;236;244;306;309;379;410;414;242;336;339;348;408 Scholastic Press: British Commonwealth pp.17-21;63-66

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the economic systems found in Western Civilization today? (Basically these are either socialist or capitalist)	As a library assignment several students can do research on socialism, capitalism, and communism as economic systems. What is the theoretical basis of each? Then they can present their findings to the rest of the class Note: Communism is a form of socialism Students can show how these systems function by means of diagrams or charts illustrating: Ownership Assembly } of product Use Students can prepare written reports (out of class) on specific nationsl economic systems in Western Civilization. In class discussion compare the various economic systems of Western Civilization. Show how no national economic system exists in its pure form. If students are interested they might prepare library reports (in their own time) on economic systems which do function according to a theoretical model. (See Providence Sunday Journal, November 17, 1968, The Hutterites) Suggested groups the Amish the Menonites New Harmony Brook Farm Community Amana Community the Anabaptists Mormon the Waldensians the Gytanos the Monks of Mt. Athos any monastic community following the Benedictine Rule A brief summary of the religious theology of each would aid understanding	Keystone Press: Mastering World History pp. 336-340 Allyn & Bacon: Global History of Man pp. 266-269; 333-340;407-416 Allyn & Bacon: Readings in World History pp. 294-295; 382-385;469-471;481-484 N.E.A.: Other Lands Other Peoples See individual countries Lippincott: Man's Cultural Heritage pp. 482-485 Rand McNally: Anglo-American Society pp. 585-588 Oxford Press: Democracy, Capitalism, and Communism Newspapers Magazines Note: Students may consult Reader's Guide for current information.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the functions of banking?	Hold a class discussion on the purposes the institution of banking serves. These would include: . Savings . Loan . Mortgages . Checking Accounts . Source of capital for investment . Collecting for checks drawn on other banks . Buying and selling stocks and bonds . Looking after trusts and estates . Christmas Clubs, Vacation Clubs Perhaps a representative of a local bank might be asked to speak to the class on this subject.	
What are the origins of modern banking? (i.e. Revival of town life, the Crusades, the breakdown of the Guild System, the growth of national states, growth of trade and commerce, trade fairs, formation of trade unions, new agricultural methods, stock companies, set coinage of money, capitalism, stock exchanges, mercantilism).	Assign groups of students to take each of these and determine the direct effect of each condition upon banking. Discuss, also, the effect certain conditions had on other conditions. Several students should prepare a map of European commerce about the year 1450 - show both land and sea routes. Compare with the old Medieval trade routes and discuss expansion. Prepare reports on the three main groups of these routes: . Northern Italy-Levant . Northern France, Germany, and Low Countries-agricultural regions of Europe and Baltic Coast . Italian cities-Northern Europe Discuss the products traded and the relative importance of each trade.	Macmillan: Medieval and Early Modern Times pp. 245-259 Rand McNally: Western European Society pp. 446-448 Oxford Press: Visualized World History pp. 96-99 Keystone Press: Mastering World History pp. 106-107 Lippincott: Man's Cultural Heritage pp. 317-322

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A group could prepare a report on some of the cities which prospered during this period. Suggested Topics . Cities of the Hanseatic League . Flanders . Antwerp . Milan . Amsterdam . Venice . Florence Discuss reasons for prosperity and importance of each, its location, and the way in which its government helped or hindered economic prosperity. Prepare a map of Western cities which were banking centers in 1500 1800 1900 1970 Discuss changes and patterns. Assign special reports on an analysis of some banking families or industrial magnates of Western Civilization La Prensas Rockefellers Fuggers Rothschilds de Medici Morgan	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What were the changes and innovations that comprise the Industrial Revolution? What were its effects upon labor and capital? What were some of the reasons for this shift in economic focus and activity?	Discuss the term "Industrial Revolution" and its meaning with the class. Point out that the "Revolution" began about 1750 and has continued into the present. Have students list those countries which they think are industrial areas and locate these on a map to show how widespread the "Industrial Revolution" is today. Have members of the class make lists of those conditions necessary for the Industrial Revolution to occur. . Discovery of new lands . Increased demand for goods . Belief in benefits of technology . Accumulation of capital . Production of raw materials, etc. . Labor Supply . Limitations on Arbitrary govt. Discuss the reasons for the Industrial Revolution beginning in England. Have a student or group of students make comparative charts showing city and rural population figures in Great Britain in 1650, 1700, 1750 and 1800. These charts may be mimeographed and passed out to the class. The class can then determine the reasons for a shift in the figures. A class discussion may follow pertaining to their findings. A group of students may make models of the new machines used in the Factory Era and the type of machine used in the home pointing out advantages and disadvantages. Models failing, the students may collect or draw pictures.	Macmillan: Modern Times pp. 115-125; 132-135;217-227;104-107; 232-237;389-392;507-513 Scholastic Press: Western Europe pp. 29-31 Scholastic Press: Commonwealth of Nations pp.16-21;55-58;59-60;64; 127-129. Oxford Press: Visualized World History pp.208-221 Keystone Press: Mastering World History pp. 154-177 Allyn & Bacon: Global History of Man pp.164-169;173; 343-351;412-417 Rand McNally: Western European Society pp.475-480;498-500;506-509 Rand McNally: Slavic Society pp.346-351; 355-356;382-385

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	They might also prepare a chart comparing the domestic system and the factory system as to: . Methods used . Where produced . Type and ownership of tools . Output . Work done by worker . Hours of work . Dependence on employer (See Appendix B)	Rand McNally: Anglo-American Society pp.577-581; 585-588 Lippincott: Man's Cultural Heritage pp. 395-400; 407-409;484-485
	Assign students on an individual or group basis to report on some of the more important inventions of the early industrial era. (Appendix C). Discuss the importance of various inventions and the effects they had upon the development of industry and technology. Also deal with the difference between invention and innovation (discovery and application)	Holt, Rinehart & Winston: Graphic Guide to World History Selected pages Oxford Press: Economic Atlas Allyn & Bacon: Readings in World History pp.149-154; 280-288;469-471,481-494 Time-Life: Age of Progress Almanac
	Assign a group of students to select various industrial and technological advances of the later 19th and the 20th centuries to report on. How did these later inventions depend upon earlier advances?	
	Prepare maps showing the earliest centers of industrialization. Also show the spread of industrialization by preparing maps of industrial centers in . 1800 . 1830 . 1860 . 1900 . 1960	Filmstrips: SC-A-2-a Alexander G. Bell SC-A-2-c Thomas Edison SC-A-2-d Cyrus McCormick SC-A-2-e Samuel Morse SC-A-2-f Eli Whitney SC-A-9-a What Makes an Airplane Fly? SC-A-9-d How Do Helicopters Fly?

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Select several industrial countries of Western Civilization and determine . Major industries . Raw materials available . Other resources . Imports . Exports . Transportation available Deduce common conditions which lead to industrial growth. Also determine which raw materials are most basic for industrialization on a large scale in 1800, 1900, 1970. A group report should be prepared on the labor movement. Discuss those conditions which led workers to desire reform, the growth of labor unions, and some of the labor legislation passed in Great Britain where labor made its first gains. Comparative charts might be made showing the numerical strength of the labor movement in various Western countries. In what ways can labor unions make their strength felt? Discuss the effects that the Industrial Revolution had on the rise of modern capitalism (mercantilism vs. laissez-faire.) What are the advantages and disadvantages of both systems?	Filmstrips (con't) SC-A-9-e How Do Jets Fly? SC-A-19-a Automation: What Is It? SC-A-19-b Science and Automation SC-A-19-c Automation and Society SS-B-14-b Great Britain Industrial Country SS-G-13-f The Industrial Revolution SS-I-15 Industrial South Africa SS-H-13-d Northwestern States-Industry SS-N-13-e Northwestern States-Commerce SS-N-14-e New England-Industry Title II-SS-0-28-a Iron & Steel II-SS-0-28-b Automotive II-SS-0-28-d Food Products II=SS-0-28-c Electrical and Electronics II-SS-0-28-e Textiles II-SS-0-28=f Aerospace SS-J-6-e Japanese Industry Old and New Films I-3 Industrial Revolution I-17 Inventions in American Growth (1750-1850)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
		Films: (con't) I-18 Invention in America's Growth (1850-1910) F-220 The Factory: How a Product is Made M-44 Machines that Help the Farmer
What is the relationship between the emergence of industrial production and the rise of capitalism? What is the role of the investor? Manager? Entrepreneur?	Have charts drawn showing industrial production of steel, electricity, chemicals, and petroleum during . 1800 . 1830 . 1860 . 1900 . 1960 Try to find figures for the same years on the amount of capital available and/or invested. Draw conclusions. Discuss the roles of investor, manager, and entrepreneur in the rise and spread of industry and in the growth of capitalism.	Oxford Press: Economic Atlas

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Political		
What is the formal political structure of the following countries? United States U.S.S.R. France Australia Spain Mexico Brazil Argentina Haiti Switzerland What is the operational political structure of the above? What is the relationship between the two?	Use the chart in Appendix E to compare both legal and operational political structure of those countries listed or any other Western countries. Follow with discussion, drawing a comparison between the legal and operational political structures of the countries listed.	Allyn & Bacon: Readings in World History pp. 438-442 Lippincott: Mans Cultural Heritage pp. 473-479; 572-583;621-634 N.E.A. Other Lands, Other Peoples Selected pages Rand McNally: Anglo-American Society pp.568-569 Rand McNally: Slavic Society pp. 376-381 Keystone Press: Mastering World History pp.220-235;327-336 Scholastic Press: Western Europe pp. 145-150 Commonwealth of Nations pp. 23-32;61 Macmillan: Modern Times pp. 478-485 Films: B-211 U.S. Bill of Rights G-7 Government of the People Filmstrips: SS-A-31-G Australia-Gov't & People SS-S-31-D Citizens' Rights in Soviet Dictatorship SS-I-14 Italy: A Struggle For Democracy

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Family		
What is the familial structure at the present and how has it changed? What is the composition of a typical family in Western Civilization? Europe Western Hemisphere South African Republic Australia New Zealand	Three students can prepare a panel discussion on the family structure during Roman times in the Empire, Medieval times-under feudalism--and presently in selected countries of Western Civilization. The panel discussion can lead to a class discussion of the family structure in Western Civilization past and present. Students may prepare charts or graphs to show the average family size in selected areas of Western Civilization. Students may do research and prepare written reports describing the make-up and relations of a typical family in various areas such as: Spain, England, Canada, Brazil, South African Republic, Australia, New Zealand, etc. A class discussion may follow comparing the make-up and relations of various families in different areas of Western Civilization. A student or a group of students may prepare an oral report comparing the make-up of the family in Western Civilization to the make-up of the family in a non-western civilization.	Lippincott: Man's Cultural Heritage pp.286 Almanac Library Books Allyn & Bacon: Global History of Man pp. 365-366 Filmstrips Families (This series concentrate on farm families) SS-F-2-b Czechs SS-F-2-d England SS-F-2-e Eq. Africa SS-F-2-f France SS-F-2-g Germany SS-F-2-h Italy SS-F-2-i Japan SS-F-2-j Mexico SS-F-2-l United States SS-M-30-c Mexico: Family Life and Recreation SS-S-22 Suburban Family SS-J-6-c At Home in Japan SS-F-16 Families Around the World Films: F-213 France-The Family of Monsieur Rene S-216 Spain-A Valencia Family

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
		<u>Study Prints:</u> Available on families around the world. II-SP-89-a to l France II-SP-90 a to r Japan II-SP-91 a to r Kenya II-SP-94 a to k Brazil II-SP-95 a to l United States

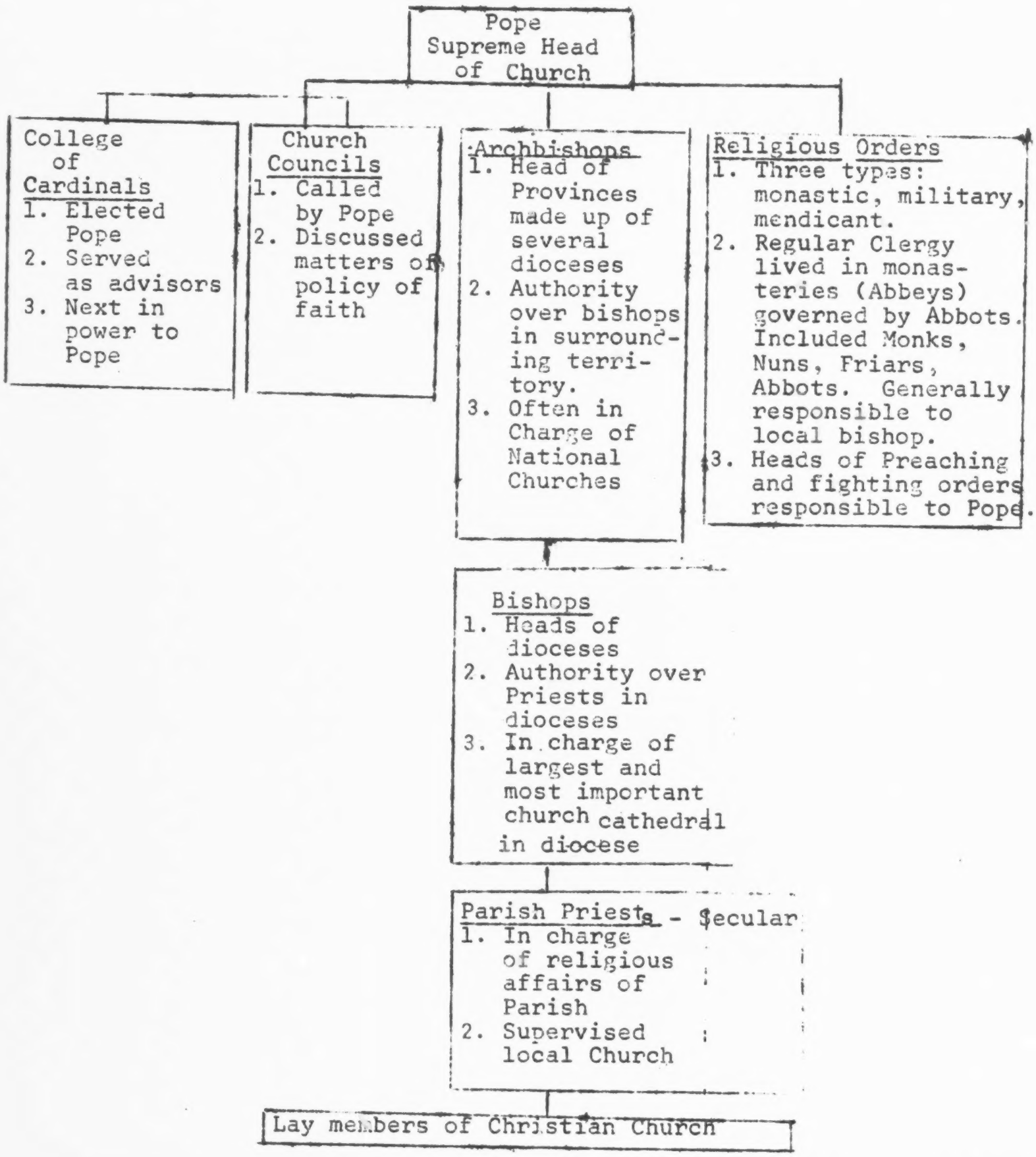
QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Education		
What emphasis has been placed on education in Western Civilization?	Perhaps it would be best to begin this section with an analysis of education at the present in various countries of Western Civilization. The class could be divided into any number of groups to compile statistical information on the current status of education. Discuss the . Degree of literacy . Compulsory Education . Money spent on education per year . Type of system (Highly centralized vs. decentralized) . % of population that attends college in various countries of Western Civilization. Contrast the centralized state school (such as those found in Germany and France) to the United States system. Discuss advantages and disadvantages of both systems. Contrast the European examination system (such as practiced in Britain or Italy) with the United States. Compare higher education in various areas of Western Civilization i.e. public vs. private, purposes, church based. . Chile . South Africa . U.S.S.R. . Yugoslavia . Great Britain . United States . Germany . Mexico Class discussion on the purpose of education in various countries of Western Civilization (a student could obtain the statement of purpose for Providence schools as an example).	Almanac Encyclopedias Oxford Press: Visualized World History Refer to Index Keystone Press: Mastering World History Refer to index Allyn & Bacon: Readings in World History pp.302-304; 386-393;491-494 Allyn & Bacon: Global History of Man pp. 286-287; 354-358 Lippincott: Man's Cultural Heritage Refer to index N.E.A.: Other Lands, Other People Selected Pages Filmstrips: SS-C-6 Centralized School SS-C-47 Crisis in Higher Education SS-L-9 B Soviet Union-Schools and Pioneer Activities SS-P-3 Parochial Schools SS-S-31-b Education in Soviet Union

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
		Filmstrips: (con't) SS-J-6-d At School in Japan SS-S-53-c The Soviet Educational System Film: S-47 Schools of Mexico

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Social Issues What are some contemporary social issues in Western Civilization?	With the aid of newspapers, magazines, and current event weeklies groups of students should be able to prepare panel discussions on some of the more pressing social issues facing Western Civilization. Identify these with the class . Distribution of wealth - hourly wage, social security, welfare . Distribution of population . Technology . Religion- ecumenism . Racial conflict . Urbanization . Public welfare . Political power . Cultural diversity . Communication - instant news . Distribution of food (one article students could use is "God Is Dead", Time Magazine, April 8, 1966). Discuss with the class such questions as: . How can people in need be helped? . How can the people rule? . Does technology demand a price? i.e. pollution.	Newspapers Magazines

APPENDIX A

ORGANIZATION OF THE CHRISTIAN CHURCH
IN THE MIDDLE AGES


Pope
Supreme Head of Church
College of Cardinals
1. Elected Pope
2. Served as advisors
3. Next in power to Pope
Church Councils
1. Called by Pope
2. Discussed matters of policy of faith
Archbishops
1. Head of Provinces made up of several dioceses
2. Authority over bishops in surrounding territory.
3. Often in Charge of National Churches
Religious Orders
1. Three types: monastic, military, mendicant.
2. Regular Clergy lived in monasteries (Abbeys) governed by Abbots. Included Monks, Nuns, Friars, Abbots. Generally responsible to local bishop.
3. Heads of Preaching and fighting orders responsible to Pope.
Bishops
1. Heads of dioceses
2. Authority over Priests in dioceses
3. In charge of largest and most important church cathedral in diocese
Parish Priests - Secular
1. In charge of religious affairs of Parish
2. Supervised local Church
Lay members of Christian Church

APPENDIX B

COMPARISON OF DOMESTIC AND FACTORY SYSTEMS

	DOMESTIC SYSTEM	FACTORY SYSTEM
1. Methods used	Simple hand tools	Machine
2. Where Produced	At home	In Factory
3. Type and ownership of tools	Simple tools owned by workers, operated by hand.	Complex power-driven machines owned by the capitalist.
4. Output	Usually small, limited to local market, and made only when ordered.	Large scale for a world market, and made in anticipation of demand.
5. Work done by worker	Worker usually made entire article	Worker operated on an assembly line, performing one operation
6. Hours of work	As many as worker could spare, whenever work was required	Regular hours on daily basis.
7. Dependence on Employer	Most workers were also small farmers.	Completely dependent on capitalist for income.

Source: Basic World History, Cambridge, page 204.

APPENDIX C

INVENTORS AND INVENTIONS - EARLY INDUSTRIAL ERA

INVENTOR	INVENTION	YEAR
Abraham Darby	Process of making Coke	1709
James Hargreaves	Spinning Jenny	1765
Richard Arkwright	Water Frame	1769
John Kay	Flying Shuttle	1773
Samuel Crompton	Spinning Mule	1779
Henry Cort	Puddling Process (iron)	1783
John Smeaton	Process of Smelting Iron	1783
Edward Cartwright	Power Loom	1785
Eli Whitney	Cotton Gin	1793
Robert Fulton	Steamboat	1807
Tomas Telford John Macadam	Macadamized Roads	1810-30
George Stephenson	Locomotive	1825
Samuel Morse	Telegraph	1844
Elias Howe	Sewing Machine	1846
Henry Bessemer	Bessemer Converter	1856

APPENDIX D

LATER INVENTIONS

Gottlieb Daimler	Gasoline Engine, 1885
Rudolf Diesel	Diesel Engine, 1892
Wilbur & Orville Wright	Airplane, 1903
Alexander G. Bell	Telephone. 1876
Gugliemlo Marconi	Wireless Telegraph, 1895
Lee de Forest	Radio tube, 1907
Vladimir Zworykin	Television, 1925

APPENDIX E.

GOVERNMENT

structure of government	federal	centralized	
type of control	democratic - "the people"= the electorate	absolutistic - dictatorship of one party or one person	
head of state	monarchy - inherited	republic- elected	
type of participation	direct	representative	limited
mode of central government	cabinet "responsible" to parliament	presidential "fixed elections"	

SECTION THREE

F. NATIONALISM

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is nationalism?	The teacher can conduct a discussion on what it means to be an American. The students could put this into a composition. Then the teacher can present to the students several definitions of nationalism. The students can discuss these and how they apply to their ideas of what being an American means. (See Appendix A) The students can later copy into their notebooks the preferred definition of nationalism as found in the Curriculum Guide.	PSSCP Curriculum Guide p. 5 Holt, Rinehart & Winston: The Shaping of Western Society pp. 279-285, 295-298 Keystone: Mastering World History pp. 198-199
What were the causes for the rise of national states during the 12th-15th centuries? .trade & industry increased .merchants & manufacturers needed protection of strong central government and were willing to pay taxes for it .Rise of merchant class .Kings able to hire armies and civil servants. .Development of national languages	The class may be divided into groups to trace the development of modern national states in France, England, Spain, Portugal, and Prussia. Maps may be made to show the political divisions of the countries before they became national states and to show what the country looked like once it became a national state. Maps can also be made to show possessions of various countries in another country for example· provinces of England possessed in France in 1100, 1337, 1453, etc. Members of the various groups may prepare special reports on the people who were responsible for developing national states.	Macmillan: Medieval & Early Modern Times pp. 228-244, 387-402, 420-430 Rand McNally: Western European Society pp.448-453, 473-475 Lippincott: Man's Cultural Heritage pp.308-311, 323-330, 336-338, 373-378, 384-386 Rand McNally: Atlas of World History

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
.Works printed in national languages	Suggested People Louis XI Henry IV Louis XII Louis XIII Charles VIII Cardinal Richelieu Mazarin Francis I Louis XIV Henry VII Elizabeth I Charles I Oliver Cromwell Alfonso V John II Manuel I Isabella of Leon and Castile Ferdinand of Aragon Charles V Frederick William, Great Elector Elector Frederick Frederick the Great of Prussia A group of students may prepare a comparative time line of the rise of national states. Two students may present to the class the similarities and differences in France's and England's development into national states.	
What conditions are necessary for Nationalism to occur?	The teacher may conduct a class discussion to determine what conditions are necessary for nationalism to occur. The resulting list can be put onto a ditto master by a student and distributed to the members of the class.	
Why is nationalism important?	Several students may do research on nationalism in the Holy Roman Empire Austro - Hungary 15th-20th centuries Switzerland 15th century	See index under specific countries

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Belgium 19th century Italy 19th century Holland 19th century Ireland 19th century In a panel discussion these students may discuss the following: .Did these countries develop into national states? .What problems prevented these countries from developing into national states? .What problems slowed these countries down in developing into national states? The teacher can lead the class in a discussion of why early nationalism is important.	
What effect did the French Revolution have upon nationalism in the 18th century?	How can writers, thinkers, critics, or philosophers influence the thinking of the people of their time? To answer this question have the students identify a problem in western society such as NATO, Common Market, or Gold Balances. They can then be assigned to bring in newspaper or magazine articles or cartoons or popular records pertaining to the problem. They can watch television for interviews with people who are taking sides concerning this problem. Perhaps they can find a book or poems concerning the problem. Some students can prepare reports on Voltaire, John Locke, and Rousseau and determine how their writings influenced political thought in contemporary Western Civilization. Some students	Periodicals Time-Life: Age of Enlightenment Keystone: Mastering World History pp. 136-152, 206-216, 230-231 Macmillan. Modern Times pp. 25-38, 55-80, 182-196, 156-161, 169-180, 139-154 Oxford Book: Visualized World History pp. 152-174, 191-203 Holt, Rinehart & Winston: Shaping Of Western Society pp. 231-253

QUESTIONS	SUGGESTED ACTIVITIES	
	can read Candide, Emile, or The Social Contract pp. 285-294	
	One or two students can report on the influence of the American Revolution on the French Revolution.	Lippincott: Man's Cultural Heritage pp. 307-395
	A student can prepare a time line of events leading up to and following the French Revolution.	Allyn Bacon: Readings in World History pp. 162-163
	A group of students can prepare a report on the French Revolution including the conditions in France prior to and after the Revolution.	Rand McNally: Western European Society pp. 483-503
	Several students may read The Tale of Two Cities by Charles Dickens and report on it orally to the class.	Rand McNally Atlas of World History
	Two students may prepare reports on George Jacques Danton and Maximilian Robespierre.	Allyn Bacon: Global History of Man pp. 171-172
	The class can discuss Danton and nationalism in regard to the incident which led to his death and his comment when advised by a friend to escape from France, "Does a man carry his country away with him on the soles of his shoes?"	
	Several students can prepare reports on Napoleon such as Napoleon as a man Napoleon as a political leader Napoleon as a general Napoleon as a consolidator of French nationalism	
	A student can prepare a time line of Napoleon's life.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A student can prepare a large map showing Napoleon's control of Europe. A student can read and report on War and Peace by Leo Tolstoy. The students can prepare a bulletin board entitled "Profile of Napoleon." Several students can prepare a debate: Resolved: Napoleon can be shown to be a Democrat through the social, political, and economic change he brought about in France. The students can discuss the state of nationalism in Europe in 1815. Some students may prepare political maps of Europe in 1815, 1848, and 1875. They can explain why the maps differ politically. Some students can prepare a map of the world to show the degree of western influence by 1850 including such areas as: .Canada-part of British Empire .British control in India .Hong Kong ceded to Britain .Russia advancing to borders of Mongolia .British rule established in South Africa .French rule in Algeria .British explore interior of Africa A student could copy the chart "The Revolutions of 1848" in Modern Times on page 153 and duplicate it so that each student would have a copy for his notebook.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIAL
	A student might prepare a large copy (and duplicates for the class) of the map, Language Groups of the Austrian Empire, 1848, in Modern Times on page 147. The class can discuss the implications of so many different language groups in one empire. The members of the class can project the divisions of the empire on a map, then check to see how the Empire actually was divided. Some students can prepare a map of Western Civilization (or the world 1825-1850) and show which areas revolted and which expanded. A student who likes to work with maps can prepare an historical atlas of Western Civilization, including maps of the unification of Italy, the German lands, the North German Confederation, the German Empire, etc. Several students can prepare a "Who's who in the 19th century." This can be duplicated and distributed to the members of the class. In a special report a student or a group of students may compare the rule of Napoleon I to that of Napoleon II. A group of students may prepare a newspaper which might have been published in Western Europe sometime between 1815 and 1850.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A student may prepare a special report on Metternick. Several students may prepare a report on Bismarck and the unification of Germany. As a culminating activity the students may have a creativity session in which they can write a skit, an essay, a poem, or draw a cartoon, a cartoon series, or a picture pertaining to the 19th century.	
What forms of nationalism have existed in the 20th century?	Several students can prepare: .a map of the European colonial empire in 1914 .a map of Europe before WWI showing the alliances .a map of Europe after WWI showing the new states created .a map of European Colonial Expansion in the 1920's .a map of the world showing the alliances in WWI .a map of Europe after WWI Several students can prepare a report on the Weimar Republic and its failure. Several students can prepare reports on various phases of Adolf Hitler such as: .Adolf Hitler, the man .Adolf Hitler, the dictator .Adolf Hitler, the philosopher	Macmillan: Modern Times pp.428-435, 448-449, 501-504 Keystone: Mastering World History pp. 200, 213-216, 248-251, 347-358, 456-457, 459-460 Oxford: Visualized World History pp. 287-291, 296-301, 365-376, 358-359, 400-404 Allyn Bacon: Global History of Man pp. 200-208, 218(map), 217-219, 401-403, 689-691, 707-708, 711-713, 718-724

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A student can prepare a book report on Mein Kampf. Several students can prepare a report on the career of Mussolini. One student may present to the class the ideas of Fascism. A group of students may prepare a tape featuring highlights of Hitler's and Mussolini's careers. *Several students can prepare reports about countries where strong nationalistic feelings have resulted in problems or crises. A student or several students can prepare a report on African nationalism in the 20th century. Two students could prepare a time line of nationalism in the 20th century. What are the current motivations for nationalism? Compare with earlier periods. *Cuba Mexico Ireland South Africa Canada Belgium Germany Italy Austria Hungary Europe	Allyn & Bacon Readings in World History pp. 204-208, 442-448, 799-815 Holt, Rinehart & Winston: Shaping of Western Society pp. 347-369 Lippincott: Man's Cultural Heritage pp. 437-442, 579-580, 627-635 Films: A-220 Africa in Change (Lands Below Sahara) A-307 Africa in Change (East Africa) A-308 Africa in Change (West Africa) Filmstrips: SS-C-79 Czechoslavokia Communism and Nationalism SS-C-36 The Commonwealth Britain and Emerging Nations SS-M-29 Mexico: A Study in Peaceful Evolution SS-D-4 Divided Germany

G. COLONIALISM

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is a colony (15th-18th centuries)?	With the class discuss the meaning of the term colony--a group of people transported from one land to another land but remain subject to the mother country.	
What were its functions in the 15th-18th centuries?	List and discuss the factors which led European nations to become interested in the acquisition of colonies in the 15th-18th centuries. .Commercial Revolution .Doctrine of Mercantilism .Quest for Wealth .Missionary Zeal .Curiosity of Renaissance Man .Scientific Advancement .Technical Improvement .Need for precious metals and for spices .Desire for personal glory Since mercantilist theory was such an important aspect of European life at this time, assign students to report on its origin and the way in which it functioned Have charts and diagrams prepared to illustrate the mercantile system. Determine those countries which were colonial powers (15th-18th centuries). Prepare maps showing the major colonial empires of the period. Class discussion--How did England become the paramount colonial power by the 18th century? Assign a panel the task of discussing the ways in which possession of colonial empires enriched: Portugal Russia Spain Netherlands France England	Macmillan: Medieval and Early Modern Times pp.323-352 Keystone: Mastering World History pp.103-108 Oxford: Visualized World History pp.137-148 Lippincott: Man's Cultural Heritage pp.365-372 Holt, Rinehart & Winston: Shaping of Western Society See index Scholastic: The Common Wealth of Nations pp. 69-70 75-76 Rand McNally: Western European Society pp.456-457 Filmstrips: SS-A-31-A Australia--Historic Background SS-E-6-A Cortes and the Aztecs

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	The class could be divided into groups, each assigned one of the countries listed above and given the task for 3 or 4 days of determining the importance of each as a colonial power. In their reports, each group should include the names and contributions of specific individuals, the extent of the empire, and the reasons for which the country declined in importance as a colonial power. Include maps, charts, and time linces to emphasize important points. Students might prepare skits of important explorations and have other members of the class try to guess the name of the explorer. A large map might be prepared for the bulletin board showing the routes followed by some of the major explorers. These should be labeled in such a way as to allow one to identify the explorer's country as well as his name. Students might enjoy making models of ships utilized by some explorers as well as of maps these explorers consulted.	SS-E-6-B Travels of Cabeza De Vaca SS-E-6-D Around the World with Francis Drake SS-G-5-A Marco Polo SS-G-5-B Marguette SS-G-5-C Magellan SS-G-5-D Cortez SS-G-5-D Cortez SS-G-5-E Cabot SS-G-6-A Columbus SS-G-6-B Drake SS-G-6-C Champlain SS-G-6-D De Soto SS-G-6-E Coronado SS-G-6-F Hudson SS-S-44-A Balboa SS-S-44-B Cortes SS-S-44-C Pizzaro SS-S-44-D Ponce de Leon SS-S-44-E De Soto SS-S-44-F Coronado

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is slavery?	The term slavery should be familiar to the class and they should be able to define it quickly. It is the control of a person and his services by another such as a master or owner. It does not necessarily mean that the slave is not a human being and is to be held in bondage for life. These conditions became a part of slavery in the West Indies, United States and Africa. Also in the United States slavery became associated with black people whereas previously it was not associated with color.	
When was slavery introduced to Western Society?	It is difficult to determine just when slavery began. Examination of most ancient societies usually reveals that the institution of slavery was utilized. Assign groups to report on the practice of slaveholding among the Greeks and Romans, during the Renaissance period, or the 17th, 18th, 19th, and 20th centuries in Western Civilization. Compare the practice of slavery as it evolved in Greece, Rome, England, Russia, and the United States. Also discuss the purpose which slavery served in each society. As an extra activity students might investigate the practice of slavery in some non-Western societies: .when was the practice begun in these societies? .what purpose did it serve? .who were the slaves?	Keystone: Mastering World History pp.9, 27, 28, 43, 245, 302 Macmillan: Medieval and Early Modern Times pp.342-245, 107 Macmillan: Modern Times pp. 286, 288-289 Oxford: Visualized World History pp. 6, 22, 31, 48, 56, 64, 76, 60, 230 Holt, Rinehart, & Winston: Shaping of Western Society pp.30, 93, 263-264, 268, 269, 274, 276

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Upon conclusion of their research these students might compile a notebook on the history of slavery.	Lippincott: Man's Cultural Heritage pp. 198, 272, 286-287, 365, 603-605 Allyn & Bacon: Global History of Man pp. 682-684, 686 Allyn & Bacon: Readings in World History pp. 765-768
What effect did the colonial period have on the institution of slavery?	From the late 1500's to the 1800's Arab and European slave traders used Africa as their source of supply. Have the students discover the the reason for the increase in demand for slaves. A report on the African slave trade might be appropriate at this time. Compare the institution of slavery as it developed in both North and South America. Discuss the effect that outlawing of the slave trade had on slavery in England or the United States. Students might enjoy reading materials written by slaves and recounting their experiences under the slave system. This could be done as an extra activity and written reports might also be prepared.	Rand McNally: Western European Society Anglo-American Society See index Time-Life: Age of Exploration See index. Time-Life: Age of Progress See index

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
When was slavery abolished in Western Society?	Determine when slavery was abolished in various parts of Western Civilization. Brazil(1889) British Colonies(1833) French Colonies(1848) Mexico(1824) Russia(1861) United States(1865) Have the students determine the conditions in the various countries which led to abolition and compare. Hold discussions on the side effects of slavery and the fact that the act of abolition did not in itself "free" the slave completely. Students might enjoy reading biographical materials about prominent men who worked for abolition of slavery in Western society. Suggested People .William Wilberforce .William L. Garrison .David Livingstone .Wendell Phillips	
What was imperialism?	Point out that during the first half of the 19th century colonialism declined. Discuss the reasons for this decline. However, after 1870 the interest in colonies was renewed. Nationalism, religious revival, scientific interest, and industrialism were responsible for this interest. Nationalism Prestige Defense Power Surplus Religious Missionaries	Keystone: Mastering World History pp. 240-275 Macmillan: Modern Times pp. 298-347 Oxford: Visualized World History pp. 234-243 Lippincott: Man's Cultural Heritage pp. 431-432

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Scientific Darwinian Theory Industrial Sources of Food Sources of Raw Materials Markets Investment Define imperialism--the control of weaker countries by stronger and economically more advanced countries. Discuss the differences between imperialism and colonialism. Prepare maps of the imperialist countries of the 19th century and show their possessions. Discuss the forms and types of imperialism. .Annexation .Conquest .Protectorate .Concession .Sphere of Influence .Mandates and Trusteeships .Satellites Assign several students the responsibility of defining each term and identifying areas representing each form of imperialism. Assign groups of students to report on: Imperialism in Africa Imperialism in Asia Imperialism in the Near and Middle East Imperialism in Central America Imperialism in the Caribbean Region Draw maps of these areas showing the way in which each was divided among other countries.	Holt, Rinehart, & Winston: Shaping of Western Society pp. 266-267 Allyn & Bacon: Global History of Man pp. 173-186 Allyn & Bacon: Readings in World History pp. 169-170, 173-176. 180-182

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Draw a comparison between the countries which were important as colonial powers and those which were important as imperialist powers. Discuss the reasons for any differences in the two lists. Assign a panel to discuss the conflict between nationalism and imperialism both for the "mother country" and the subjugated country. Assign a group to report on the ways in which nationalist feelings came into conflict with imperialist control in such areas as: India China Africa	
What was the significance of colonialism in regard to expansion of the West?	Use the maps prepared earlier showing the colonial powers and their possessions to discuss this point. Point out that in 1500 Western Civilization consisted basically of western and central Europe. Added as a result of colonialism were North and South America, South Africa, and Australia. Just to get an idea of the increase in the size of the West as a result of colonization have a student determine the number of square miles of the above mentioned areas and compare with the size of western and central Europe. Students should also realize that Western culture and civilization were spread not only to the above mentioned areas but into the East Indies and Asia as well.	Rand McNally: Atlas of World History Almanac Holt, Rinehart & Winston: Shaping of Western Civilization pp. 370-379

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Why was imperialism important to 19th century Western Civilization?	Discuss the importance of imperialism as a means of spreading Western ideas and institutions. Find examples of non-Western countries which have adapted or experimented with Western forms of law, government, trade, banking, monetary system, etc. Also discuss the importance of imperialism to the economic growth of Western Civilization.	Oxford: Economic Atlas Almanac Library materials
What is meant by the term creative expression?	H. CREATIVE EXPRESSION Discuss with the class the meaning of the term and the areas--music, art, literature, and science--which will be studied. Divide the class into four groups to prepare a series of questions they would like to have answered on music, art, literature, and science. MUSIC What are the dominant characteristics of Western music? What are the various forms of musical composition found in Western Civilization? What are the primary instruments utilized? Who are some of the most important masters of music and what are their best known compositions? ART What are the dominant characteristics of Western art? What are the various art forms found in present day Western Civilization? Who are some of the important masters of art and what are their best known works?	Holt, Rinehart & Winston: Shaping of Western Society pp. 167-186

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	LITERATURE What are the dominant characteristics of Western literature? What are the various forms? Who are some of the most important literary figures at the present time? SCIENCE What advances have been made by Western man in the sciences? Who are some of the most important scientists in modern Western Civilization? In what area is more research needed? After compiling lists of questions the students might invite prominent local musicians, artists, writers, and scientists in to speak to the class or they might ask teachers or professors to do the same. Assign groups of students to collect records, pictures, models, and samples of art, literature, music, and scientific achievements to display and to hear. Assign a panel to prepare a discussion on modern means of expression in art, music, and literature (pop and op art or electronic music). Do you believe, as some critics have stated, that such is not truly art or music? What trends in modern Western society do these movements represent?	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Collect prints, recordings, and samples of literature for the students to observe and hear. Discussion might be held on the meaning the artist tried to impart. Compile lists or charts of scientific achievements in medicine and technology. Utilize these as the basis of a discussion about man's achievements. What problems remain to be solved by scientists? On an individual basis, students might be assigned to prepare biographical reports of important artists, writers, musicians, and scientists. Students might be interested in constructing models of machinery utilized by scientists as for example in the astronaut program. Brief explanations of the way in which the machine operates should also be prepared. In connection with art, music, English, and science departments students might be encouraged to create a work or art, compose a piece of music or literature, or conduct scientific research on a specific problem.	

I. CONTACTS

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What have been the major contacts of Western Civilization in the 20th century?	Contacts can be divided into two categories, internal and external. Thus the class might be divided into two groups to list these or individuals might be assigned this task. Perhaps an explanation of the meaning of contact should precede the work. Internal contacts are contacts among countries or areas within Western Civilization. While external contacts are contacts between countries of Western Civilization and countries of other civilizations. SOME MAJOR INTERNAL CONTACTS War of 1914 Triple Alliance Triple Entrente : World War I Treaty of Versailles Russian Revolutions Communist Revolutions Opening of Panama Canal American Marines land in Haiti, Dominican Republic, Nicaragua, Honduras Costa Rica Formation of NATO European Common Market Organization of American States Spanish Civil War Communist control of East Germany Allied Airlift to Berlin Departure of German Scietists in the 1930's Evolution of Dominion in British Empire South Africa New Zealand Canada Newfoundland India Free States	Holt, Rinehart & Winston: Graphic Guide to World History appropriate pages Mac illan: Modern Times pp. 355-386, 306-308, 466-467, 482-483, 488-490, 437, 462-463, 299-303, 484-485, 478-479, 428-456, 345 Keystone: Mastering World History pp. 363-388, 327-336, also see index Allyn & Bacon Readings in World History pp. 183-192, 196-198, 309-213, 222-227, 348-358 Holt, Rinehart & Winston: Shaping of Western Society pp. 299-346 Rand McNally: Western European Society pp. 516-529 Rand McNally: Slavic Society pp. 369-376, 381-389 Rand McNally: Anglo-American Society pp 590-595

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Hungarian Revolt Marshall Plan Second World War(European and Atlantic Theaters) SOME EXTERNAL CONTACTS Russio-Japanese War(1904-05) League of Nations Communist Revolutions British and French in the Middle East with Mandates Second World War(Pacific and China-Burma-India Theater) Korean War Formation of SEATO United Nations Break up of British-Indian Empire Break up of French, Dutch, Belgium Empires Japanese conquests Vietnam Conflict	Lippincott: Man's Cultural Heritage pp. 428-431, 433-437, 442-450, 473-477, 493-503, 581-583 Note: This is not a complete list of materials Refer to index under specific events for future sources.
How have the external contacts of Western Civilization affected the industrial growth of the civilization?	Most of the highly industrialized countries of the world are members of Western Civilization. In fact, the industrial revolution originated within Western society. Discuss the ways in which some of the external contacts mentioned above have affected the industrial growth of the civilization. Use specific industries as for instance: .Petroleum .Rubber .Tin .Copper .Manganese Assign several students to investigate and report on the particular industries which grew in scope between WWI,	Oxford: Economic Atlas Almanac Library Materials Scott Foresman: Western Europe and the Common Market pp 4-18 Filmstrips: SS-A-15-A Spanish-American War SS-A-15-C Panama Canal SS-A-15-F American Interest in Asia

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	WWII and the Korean conflict; Korea and Vietnam. Interpret statistical information for the class and cite reasons for the growth of particular industries. Assign students to prepare a series of maps and graphs depicting the trade patterns of various manufactured articles: .Fibers .Chemicals .Steel construction parts .Precision machinery .Silverware or any other particular products. Cite figures comparing the scope of the industry with figures for 30, 60, 100 years ago. Also discuss and compare the increase in trade.	SS-A-15-G First World War SS-A-15-H U.S. joins the Allies SS-A-15-I Results of the War Films: S-303 Second World War, Allied Victory S-304 Second World War, Triumph of Axis
What states of countries provide leadership in Western Civilization?	Ask the students which countries they think have major powers in Western Civilization. Discuss the methods one would use to make such a judgment--How does the world measure power? .Industrial development .Political stability and influence .Degree of economics development .Standard of living Discuss ways to measure each of these facets of power, i.e.: .Volume of trade .Standard of living .Average annual income .Degree of "foreign aid" extended .Number of political alliances of which it is a leader .Value of its raw material resources to the economy	Oxford Press: EconomicsAtlas Almanac Filmstrips: SS-B-10 Brazil SS-E-10 Economic and Social Upheaval in Brazil SS-G-17 Germany, A Key to Europe's Future SS-S-53-A Soviet Society and Mass Culture

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	From their discussion and research, the students should find that power in Western Civilization is held by the following states: ACTUAL POWER U.S.S.R. U.S.A. United Kingdom West Germany France POTENTIAL POWER Brazil Argentina South Africa Have students determine why the three above-mentioned countries are potentially powerful.	
What have been the dynamic developments of Western Civilization since World War II?	Discuss the word dynamic with the class. Compile a list of developments which could be considered dynamic. These would include such events as the following: .Growth and spread of communist ideology .Continued refinement of technological processes--Age of mass culture. Age of mass consumption. .Economic integration in Western Europe .Social progress--medicine, health and welfare, living standard, working conditions .Continued break down of colonialism in Africa, Asia, Caribbean Area, and formation of New States. .Break up of Germany, Korea, VietNam into two states	Newspapers and other periodicals would be the best sources for these activities. Filmstrips: SS-A-15-D Growth in Natural Power-Pan-American Union SS-A-34-A Alliance for Progress Faces a Challenge SS-F-20 France and the Western Alliance SS-L-11 Latin America and World Politics SS-A-19-A Automation: What is it?

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
		SS-A-19-B Science and Automation SS-A-19-C Automation and Society SS-A-19-D Automation and Your Career SS-U-14-D United Nations and End of Colonialism Transparencies: TRSS-56-ii Communism in the World TRSS-56-jj Communist Nations in Eurasia
What economic blocs have been formed in Western Civilization? When were these blocs formed?	There are six major economic blocs currently functioning within Western Civilization: .European Economic Community (EEC) .European Free Trade Association (EFTA) or the Outer Seven .Council for Mutual Economic Assistance (COMECON) .Latin American Free Trade Association (LAFTA) .Central American Common Market .West African Economics Community Prepare maps showing the membership of each economic bloc. Also give the date for the founding of each.	Scott Foresman: Western Europe and the Common Market pp.25-57 Lippincott: Man's Cultural Heritage p. 448 Library Materials

(See Appendix B)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Assign six groups to prepare reports on each organization in which is discussed the contributions each member country makes. Discuss also the aims of each group and the degree of success to date. A time line could be prepared to show the relative date of formation for each group. Try to determine the reasons for formation of such groups <u>after</u> World War II.	
How has the U.N. helped to maintain peace and order and aided economic growth throughout the world?	Explain to the class that the U.N. has met failure and success in its attempts to maintain peace and aid economic growth. Discuss the reasons why an organization such as the U.N. would encounter many difficulties. Assign a group of students to prepare a panel discussion on the successes and failures of the U.N. in categories such as: .Political .Peace-Keeping .Economic development .Social development Follow with a general discussion of the role the U.N. may play in the future. Prepare maps showing areas which the U.N. has had to enter to maintain peace or to aid economic growth.	See index of books. Allyn & Bacon: <u>Readings in World History</u> pp. 897-910 Filmstrips: SS-U-4 U.N. Organizations SS-U-T U.N. and Struggle for Peace II-SS-U-14-E Achievements and Problems of U.N. II-SS-U-14-F A Day at the U.N. SS-U-17 The U.N. In Today's World Film: H-9 Highlights of the U.N. (1947-48) Transparency: TRSS-32 The U.N.

APPENDIX A

DEFINITIONS OF NATIONALISM

By nationalism we mean the doctrine that advocates national interests, unity, and independence. ...The effect of nationalism, then, has been to make people feel that they are members of a nation, a larger community with mutual interests and institutions, whether they be French or Italian or Arab or Chinese.

A Global History of Man, Allyn & Bacon. p. 171

During the sixteenth century national feeling, or a growing sense of loyalty to one's king and country, began to stir men's emotions. The French became sensitive to the fact that their language, history, and customs differed from those of the English or Germans. When such national groups became conscious of their differences, they tended to regard the people of other nations with suspicion and distrust. In the nineteenth and twentieth centuries this national feeling took an extreme form called nationalism and became a political and emotional force that set nation against nation in bitter struggles for freedom, prestige, and economic advantage.

Story of Nations, Holt, Rinehart & Winston, p.239

Nationalism is the intense identification people have with the nation of their origin or the place in which they live. It is therefore a sentiment and guide to action to be found in varying degrees in all states.

Ideology and World Affairs, Houghton Mifflin, p.7

Nationalism has been a mighty force in the modern world. On the one hand, it has helped to create and to strengthen nations. On the other hand, it has broken up empires and caused destructive wars.

Meaning of Nationalism. In order to understand the history of nationalism a number of basic terms must be understood.

1. The term nationalism has several meanings. (a) It is the desire for national advancement or independence shared by people of common customs, culture and language. (b) It is a feeling of loyalty and patriotism toward one's country. (c) The term is also often used to indicate willingness to make sacrifices for the interests of the nation.

2. A nationality is a group of people of common customs, culture, and language.

Mastering World History, Keystone Education Press, p.198

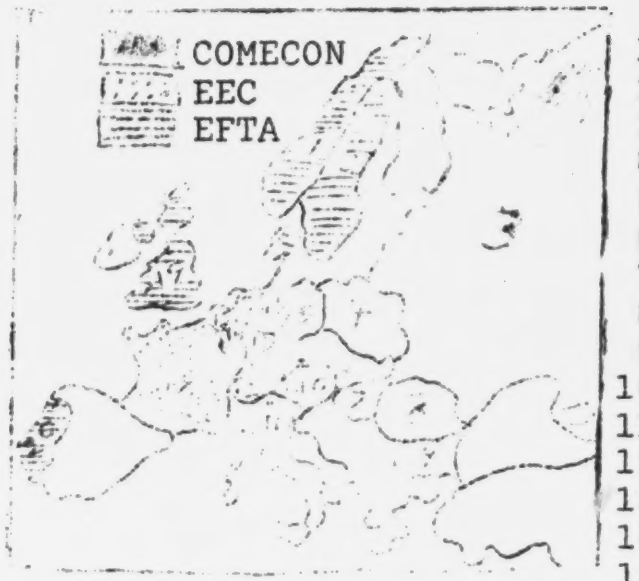
A national state is composed of people with a common sense of belonging together - sometimes based on a common language, sometimes on a common origin, or customs and traditions - as a group separate from other people. The formation of these political units in Europe was made possible by a number of conditions. As trade and industry increased, merchants and manufacturers needed the protection of strong central governments and were willing to pay taxes to get it. As the amount of money in circultation increased, the influence of the middle classes grew, while that of the nobles, whose power lay in land ownership, decreased. And, as kings were able to hire armies and civil servants to give the middle classes the protection and the kind of government they wanted.

The formation of national states was also aided by the development of national languages. With the invention of printing, works written in the language of the people rather than in Latin were read by an increasing number of people. Such books were usually written in the dialect spoken in the great centers of learning. Thus the French spoken in Paris became the language of French books. Gradually the people in distant parts began to speak more like parisians, and also to think of themselves as Frenchmen.

The Human Achievement, Silver Burdett, p. 182

APPENDIX B
Trade Organizations of Western Civilization

1. Mexico
2. Guatemala
3. El Salvador
4. Honduras
5. Nicaragua
6. Costa Rica
7. Columbia
8. Ecuador
9. Peru
10. Venezuela
11. Brazil
12. Paraguay
13. Uruguay
14. Argentina
15. Chile



1. Norway
2. Sweden
3. U.S.S.R.
4. Poland
5. East Germany
6. Czechoslovakia
7. Hungary
8. Romania
9. Bulgaria
10. Austria
11. Italy
12. Switzerland
13. West Germany
14. Luxembourg
15. Belgium
16. Netherlands
17. Denmark
18. France
19. United Kingdom
20. Portugal

1. Mauritania
2. Mali
3. Senegal
4. Gambia
5. Guinea
6. Sierra Leone
7. Ivory Coast
8. Upper Volta
9. Ghana
10. Togo
11. Dahomey
12. Nigeria
13. Niger